Using the Child Outcomes Summary Form

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Early Childhood Outcomes Center

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Purpose

- Present the rationale for outcomes data collection
- Train in the intended use of the Child Outcomes Summary Form
- Improve training in the use of the Child Outcomes Summary Form

Please Share Your Ideas

- Please be aware of
  - what works,
  - what doesn't work,
  - what is clear,
  - what is not clear

- Are we on target?

- Help us figure out how we can make this clearer

State of the States (and ECO)

- Many states are planning to use the COSF

- Many states are asking for training materials

- Many states are planning to start collecting data this Spring

- ECO needs to get training materials to the states

Overview

- Why collect outcomes data?
- Understanding the child outcomes
- Assessing the accomplishment of the 3 child outcomes
- Using the Child Outcomes Summary Form
- Practice with the Child Outcomes Summary Form

Why collect outcomes data?

Public Policy Context

- Age of accountability

- Accountability increasingly means looking at results – not just process

- Office of Special Education Programs (OSEP) under increasing pressure to produce outcomes data on children participating in early intervention programs

OSEP Response

- Require states to submit outcomes data in their Annual Performance Report (APR)

- Fund the Early Childhood Outcomes Center to make recommendations and to assist states

ECO's work in 2004

- Convened stakeholders to identify child and family outcome areas and develop outcomes statements

- Received input from state Part C Coordinators, researchers, families, administrators, and the general public

Result of Process: ECO made recommendations to OSEP

- Child and family outcomes (Feb 2005, revised April 2005)

- Type of information that should be collected about these outcomes (May 2005)

OSEP Reporting Requirements: Child Outcomes

- Positive social emotional skills (including positive social relationships)

- Acquisition and use of knowledge and skills (including early language/communication)

- Use of appropriate behaviors to meet their needs

What must be reported about each child outcome

a. % of infants and toddlers who reach or maintain functioning at a level comparable to same-age peers

b. % of infants and toddlers children who improved functioning but did not achieve functioning comparable to same age peers

c. % of infants and toddlers children who did not improve functioning

3 outcomes x 3 "measures" = 9 numbers

Reporting schedule

- Entry information (typical? – yes, no) must be reported for children entering between July 1, 2005 and June 30, 2006

- Category a, b, and c data at exit for all children who have been in program for 6 months must be reported for the year beginning July 1, 2006

Understanding
the 3 Child Outcomes

3 Child Outcomes (ECO Recommended)

- Children have positive social relationships.

- Children acquire and use knowledge and skills.

- Children take appropriate action to meet their needs.

3 Child Outcomes (APR for OSEP)

OSEP	ECO
Positive social-emotional skills (including positive social relationships)	Children have positive social relationships
Acquisition and use of knowledge and skills (including early language/communication)	Children acquire and use knowledge and skills
Use of appropriate behaviors to meet their needs	Children take appropriate action to meet their needs

Outcomes are Functional

- Functional refers to things that are meaningful to the child in the context of everyday living.

- Refer to an *integrated* series of behaviors or skills they allow the child to achieve the outcomes.

- They are *not*
  - a single behavior, nor are they
  - the sum of a series of discrete behaviors

Outcomes are Functional

- Not domains based – not trying to separate child development into discrete areas (communication, gross motor, etc.)

- Emphasize how the child is able to integrate across domains to carry out complex meaningful behaviors

Thinking Functionally
(within age-expected bounds)

Not just….

- Know how to make eye contact, smile, and give a hug
- Know how to imitate a gesture when prompted by others
- Use finger in pointing motion
- Show a skill in a specific situation

But does he/she…

- Initiate affection toward caregivers and respond to others' affection
- Watch what a peer says or does and incorporate it into his/her own play
- Point to indicate needs or wants
- Use a skill in actions across settings and situations to accomplish something meaningful to the child

Functional Outcomes

- What does a child typically do?

- Actual performance across settings and situations

- How child uses his/her skills to accomplish tasks

- *Not* the child's capacity to function under ideal circumstances

The Overarching Goal for Early Intervention

- "…To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool programs, and in the community."

Children have positive social relationships

- Involves:
  - Relating with adults
  - Relating with other children
  - For older children- following rules related to groups or interacting with others

- Includes areas like:
  - Attachment/separation/ autonomy
  - Expressing emotions and feelings
  - Learning rules and expectations
  - Social interactions and play

Children acquire and use knowledge and skills

- Involves:
    - Thinking
    - Reasoning
    - Remembering
    - Problem-solving
    - Using symbols and language
    - Understanding physical and social worlds
- Includes:
    - Early concepts – symbols, pictures, numbers, classification, spatial relationships
    - Imitation
    - Object permanence
    - Expressive language and communication

Children take appropriate action to meet their needs

- Involves:
  - Taking care of basic needs
  - Getting from place to place
  - Using tools
  - In older children, contributing to their own health and safety

- Includes:
  - Integrating motor skills to complete tasks
  - Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
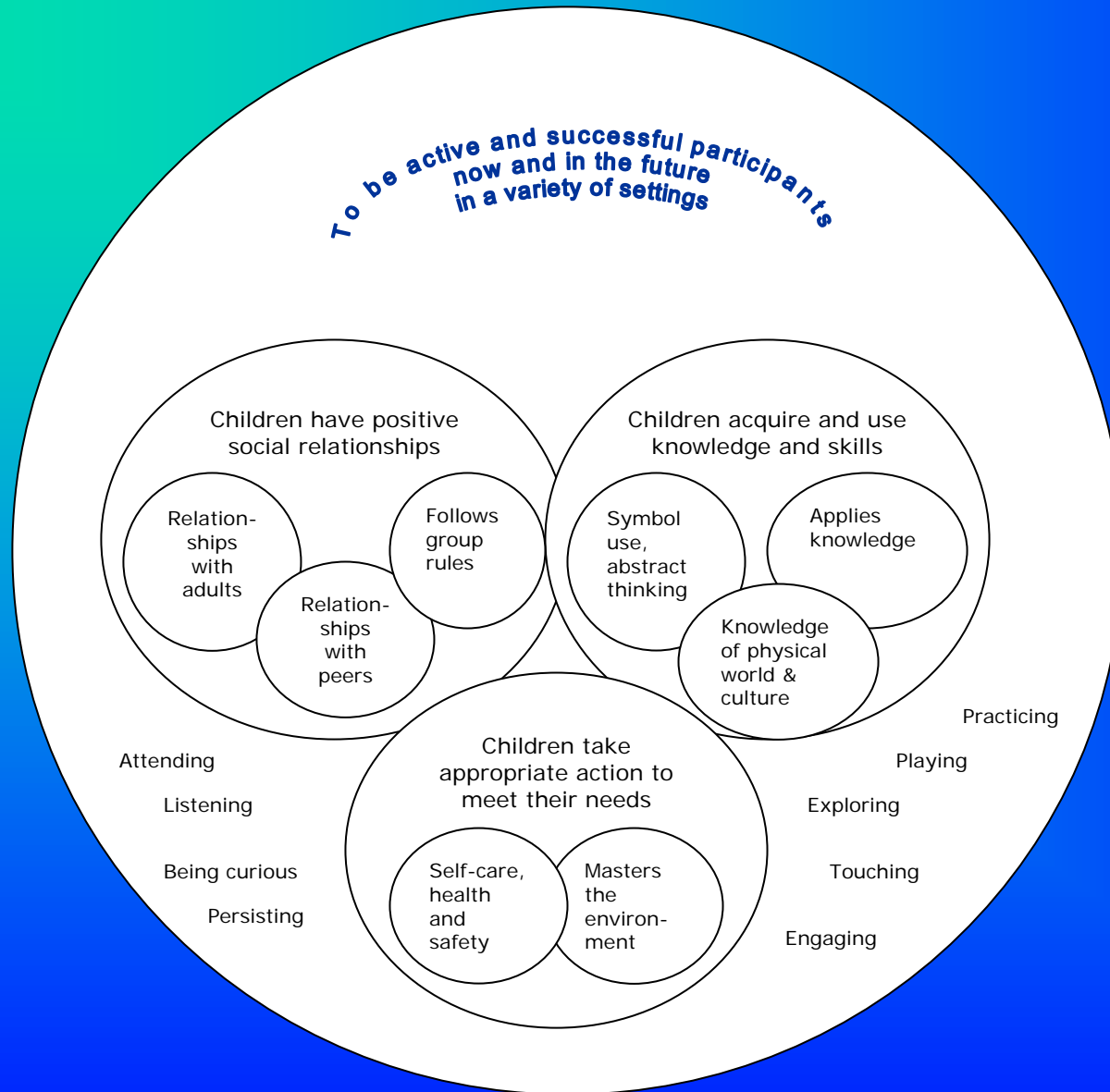 - Acting on the world to get what one wants

Issues

- There is overlap across the outcomes (because behavior is integrated)

- There are important processes that underlie the outcomes but are not the same as the outcomes

Elaboration of the ECO Outcomes

To be active and successful participants now and in the future in a variety of settings

Children have positive social relationships

Relation-ships with adults

Relation-ships with peers

Follows group rules

Children acquire and use knowledge and skills

Symbol use, abstract thinking

Applies knowledge

Knowledge of physical world & culture

Children take appropriate action to meet their needs

Self-care, health and safety

Masters the environ-ment

Attending

Listening

Being curious

Persisting

Practicing

Playing

Exploring

Touching

Engaging

Alternative Ways of Thinking about Child Outcomes

Overarching Goal:

Children will be active and successful participants now and in the future in a variety of settings.

ECO Outcomes:

Children have positive social relationships

Children acquire and use knowledge and skills

Children take appropriate action to meet their needs

Domains:

Communication

Cognition

Social-Emotional

Self Help

Motor

Approaches to Learning

Content Areas:

Language Arts

Math

Music

Science

Social Studies

Art

Note: Each of these can be broken down further into sub-areas

Processes:

Memory

Self-regulation

Recognizing and interpreting sensory input

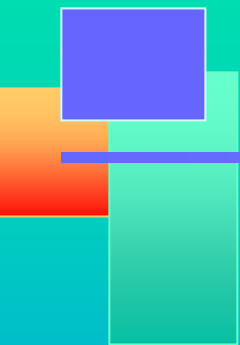Listening

Attending

Etc.

Body Functions:

Vision

Hearing

Movement
-flexibility
-strength
-postural response

Speech production

Etc.

Example of how movement can be sub-divided

- The overarching goals plus the three outcomes taken together constitute the overall vision for what we hope children achieve as a result of participating in early intervention

Important Issues Related to Accountability

- No service system can guarantee the achievement of any outcome involving children or families

- Achieving an outcome occurs as a result of a variety of factors, only one of which will be services and supports provided through early intervention

Important Issues Related to Accountability

- Even in the best system, some children will not achieve all of the desired outcomes
  - Early intervention will not "fix" children
  - Children with severe disabilities will make very slow progress toward these outcomes
  - But we do not know what any individual child is capable of achieving

The Bottom Line Related to Achievement of the 3 Outcomes

Early intervention should strive to achieve the 3 outcomes for **all** of the children receiving services.

Assessing the Accomplishment of the 3 Outcomes

What is Assessment?

- "Assessment is a generic term that refers to the process of gathering information for decision-making."

(McLean, 2004)

What is assessment?

- "Early childhood assessment is flexible, collaborative decision-making process in which teams of parents and professionals repeatedly revise their judgments and reach consensus about the changing developmental, educational, medical, and mental health services needs of young children and their families."

Bagnato and Neisworth, 1991
Quoted in DEC Recommended Practices, 2005

DEC Recommended Practices for Assessment

- Involves multiple sources (e.g., families, professional team members, service providers, caregivers)

- Involves multiple measures (e.g., observations, criterion-curriculum-based instruments, interviews, curriculum-compatible norm-referenced scales, informed clinical opinion, work samples)

Critical challenge

- There is no assessment tool that assesses the 3 outcomes directly

Currently Available Assessments

- Each assessment sees children through its own lens

- Each lens is slightly different

- Lenses are not right or wrong

- Key question: How much information will the assessment provide about the attainment of the 3 outcomes?

The Assessment Lens

- Each child is a collection of numerous behaviors, skills, traits, capabilities, strengths, and needs

- What any individual professional "tunes into" depends on his/her orientation

- Their professional training has provided an "organizing framework" for how they see the child

The Assessment Lens

- Each assessment carries its own organizing framework

- Many are organized around domains

- But what is covered in the domains isn't always the same, even if the names are the same

Example: The Ounce

- **Social and Emotional**
    - Personal connections
    - Feelings about self
    - Relationships with other children
- **Communication and Language**
    - Understanding and communicating
- **Cognitive Development**
    - Exploration and problem solving
- **Physical Development**
    - Movement and coordination

Example: Battelle Developmental Inventory – 2nd edition

- Adaptive Domain
  - Self care
  - Personal responsibility
- Personal Social Domain
  - Adult interaction
  - Peer interaction
  - Self concept and social rule
- Communication Domain
  - Receptive communication
  - Expressive communication

- Motor Domain
  - Gross motor
  - Fine motor
  - Perceptual motor
- Cognitive Domain
  - Attention and memory
  - Reasoning and academic skills
  - Perception and concepts

Example: Infant-Toddler Developmental Assessment

- Gross motor
- Fine motor
- Relationship with inanimate objects
- Language/communication
- Self-help
- Relationship to persons
- Emotions & feeling states
- Coping behavior

Assessment Lens

- No right or wrong lens

- How can what the assessment provides be used to provide information about the achievement of the three outcomes?

Critical Assumptions Related to the 3 Outcomes

- Achievement of the outcomes is age-based, i.e,. children of different ages will demonstrate achievement in different ways

- There are many pathways to competence for children with atypical development (e.g., using sign language, wheel chair). *This seems obvious but can get lost in assessment scores that use a different lens.*

Critical issues related to how a given assessment "fits" the 3 Outcomes

- Outcomes refer to how a child functions across a variety of settings so include any assistive technology or supports the child typically uses

- Outcomes reflect the child's everyday functioning – not what the child is capable of under the ideal or highly unusual circumstances

Crosswalks

- The ECO Center is in the process of crosswalking the most common assessments to the 3 child outcomes

- Crosswalks give a visual indication of coverage of the 3 outcomes

- Crosswalks show which areas/subareas map to which outcome

Crosswalk

The High/Scope Preschool Child Observation Record (2003):
Crosswalk to Child Outcomes

Outcome 1: Positive social relationships	Outcome 2: Knowledge and skills	Outcome 3: Action to meet needs
I. Initiative C. Initiating play [social context of play] II. Social Relations E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings V. Language & Literacy Q. Listening to and understanding speech	III. Creative Representation I. Making and building models J. Drawing and painting pictures K. Pretending V. Language & Literacy R. Using vocabulary S. Using complex patterns of speech T. Showing awareness of sounds in words U. Demonstrating knowledge about books V. Using letter names and sounds W. Reading X. Writing VI. Mathematics & Science Y. Sorting objects Z. Identifying patterns AA. Comparing properties BB. Counting CC. Identifying position and direction DD. Identifying sequence, change, and causality EE. Identifying materials and properties FF. Identifying natural and living things	I. Initiative A. Making choices and plans B. Solving problems with materials D. Taking care of personal needs

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:
      IV. Movement & Music:
           L. Moving in various ways
           M. Moving with objects
           N. Feeling and expressing steady beat
           O. Moving to music
           P. Singing

Crosswalks on the ECO web site

- The Ounce
- Work Sampling
- Creative Curriculum
- High/Scope COR Infant Toddler
- High/Scope COR Preschool
- Hawaii Early Learning Profile (HELP)
- Battelle Developmental Inventory (BDI-2)

Conclusion

- Assessment information can be very useful but it needs to be understood and used in the context of achievement of the three outcomes

Using the (COSF) Child Outcomes Summary Form

Why is There a Need For the Child Outcomes Summary Form?

- No assessment instruments assesses the 3 outcomes directly

- Many states will be using more than one assessment instrument and outcomes data will need to be aggregated across different areas

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Features of the summary form

- *Not* an assessment
- Uses information from assessments and observations to get a *global* sense of how the child is doing
- Rating is based on child's functioning *compared to other children the same age* – distance from typical
- Based on child's *functioning*
    - *what child generally does* across settings and situations,
    - *not what a child can do* under ideal circumstances.

Thinking About the Achievement of Each Outcome
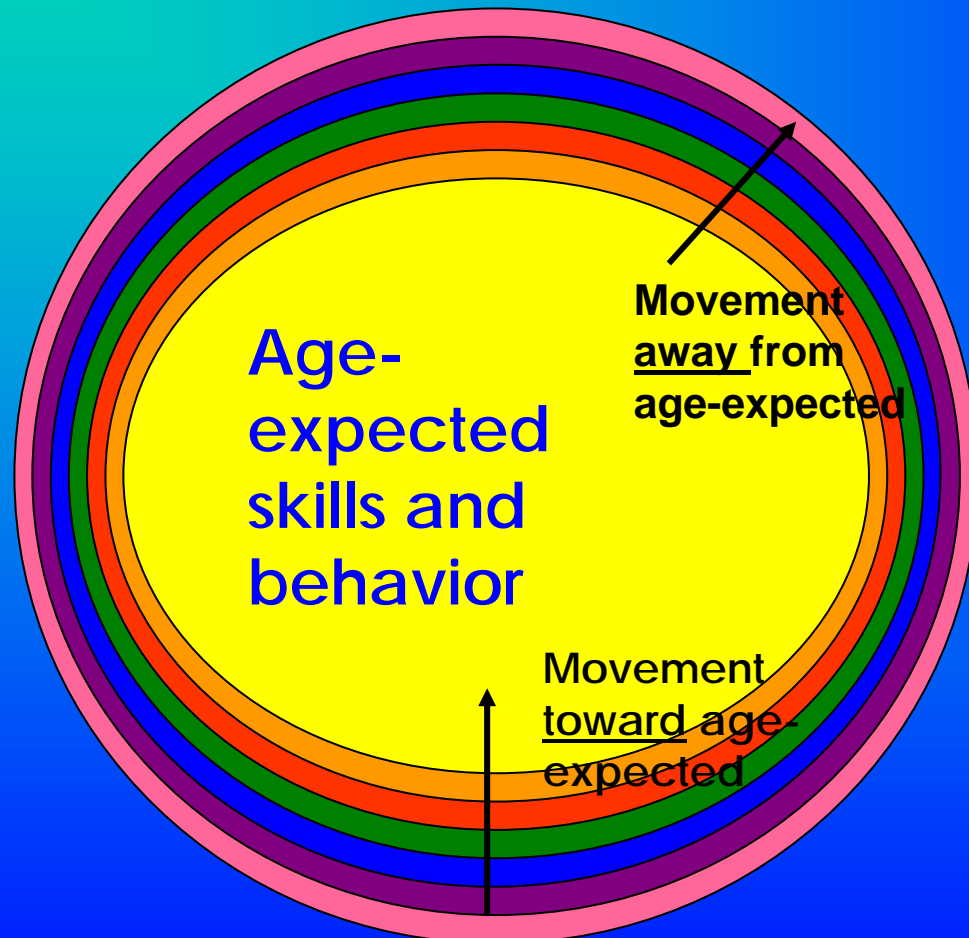
Key Points

- *Assumption:* Children can be described with regard to how close they are to age expected behavior for each of the 3 outcomes

- By definition, most children in the general population demonstrate the outcome in an age-expected way

- By providing services and supports, early intervention is trying to move children closer to age expected behavior

- Some children will never achieve this

Key points

- Documenting children's movement toward typical development is one type of evidence that early intervention is effective

- Documenting the extent of children's progress is another

The Form

- Cover page + 3 outcome pages

- On each outcome page:
  - 2 questions per outcome
  - Space to document the basis for the rating

Child Outcomes Summary Form

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- *Thinking, reasoning, remembering, and problem solving*
- *Understanding symbols*
- *Understanding the physical and social worlds*

2a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? *(Circle one number)*

Completely		Somewhat		Emerging		Not Yet
7	6	5	4	3	2	1

Supporting evidence for answer to Question 2a

Source of information	Date	Summary of Relevant Results

2b. *(If Question 2a has been answered previously):* Has the child shown *any* new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? *(Circle one number)*

Yes	No	Describe progress:
1	2	

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57

The 2 COSF Questions

a. To what extent does this child show behaviors and skills related to this outcome appropriate for his or her age across a variety of settings and situations? (Rating: 1-7)

b. Has the child shown any new skills or behaviors related to _____ since the last outcomes summary? (yes-no)

Summary ratings (1-7)

- Provide an overall sense of child's current functioning in 3 areas

- They are *not*:
  - Information on the services provided themselves

  - The family's satisfaction with services

  - An explanation of **why** the child's functioning is at that level

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Summary rating (1-7)

- Reduces rich information from assessment and observation into a rating to allow a summary of progress across children

- Does not provide information for planning for the individual child. Information at the rich, detailed level will be more helpful for intervention planning purposes.

Summary Ratings Reflect Global Functioning

- Ratings on each outcome are a snapshot of
    - The whole child
    - Functioning
    - Across settings and situations

- Rather than
    - Skill by skill,
    - In one standardized way, or
    - Split by domains

A Domain Score on an Assessment Does _not_ Necessarily Translate Directly into an Outcome Rating

- Ratings require
  - Looking at functional behaviors.

  - Collecting and synthesizing input from many sources familiar with the child in many different settings and situations.

Summary ratings are based on…

Types of Evidence

- Curriculum-based assessments (e.g., HELP)
- Norm-referenced assessments (e.g., BDI-2)
- Developmental screenings (e.g., Ages and Stages)
- Observation and report
- Progress and issues identified in planning or IFSP meetings
- Notes about performance in different situations

Sources of Evidence

- Parents and family members
- Service providers
- Therapists
- Physicians
- Child care providers
- Teachers
- People familiar with the child in all the settings and situations that he/she is in

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Ratings on the 3 outcomes

- Ratings on 3 outcomes should be reported for **every** child enrolled.

- Ratings are needed in **all** areas even if:

  - No one has concerns about a child's development

  - A child has delays in one or two outcomes, but not in all three outcomes

Determining a rating

- There are many different ways that children can function effectively

- Effective functioning that takes forms that are less common should not receive low ratings, unless

  - The pattern of behavior relied on may interfere with future development

Assistive Technology and Accommodations

- Ratings should reflect the child's level of functioning using whatever assistive technology or special accommodations are present in the child's typical settings.

- Note:
  - Children who could benefit from assistive technology but don't have it will get lower scores.
  - This is does not reflect on the child's inability inasmuch as the fact the child does not have the necessary equipment/services.
  - Over time, this kind of information tells us how much <u>actual difference</u> the program makes for this child.
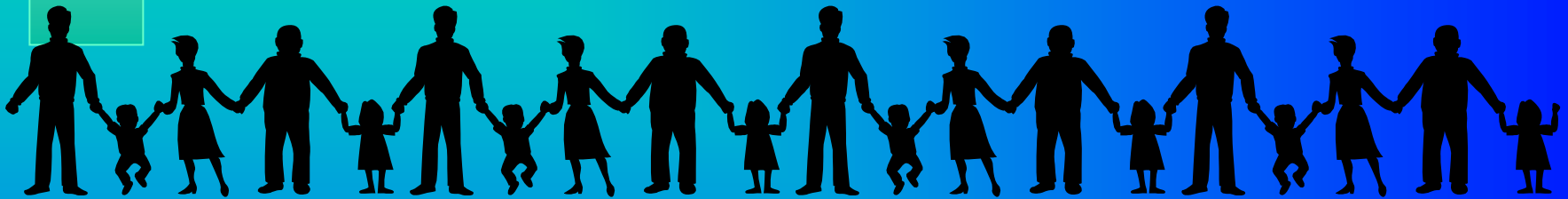 - It may tell us that we could do more for some children.

The Hard Part ... The Rating

The Comparison Rating (Questions 1a, 2a, 3a)

- Thinking about each outcome...

  To what extent does the child show behaviors and skills appropriate for his or her age across a variety of settings and situations?

To Decide on a Rating…

- Know what behaviors and skills are appropriate for the child's age
  - How do children who are developing typically function on this outcome?

- Review the available sources of information to determine how the child functions across a variety of situations and settings

- Understand the differences between response options on the summary form.

The Same Problem May Influence the Child's Functioning in More Than One Outcome

- Sometimes problems with one skill or behavior will interfere with functioning on 2 or 3 outcomes.

- It is okay to give lower ratings when that happens.

- Ratings are based on the child's actual functioning across settings and situations with all the strengths and challenges that influence that functioning.

Using Assessment Information to Inform the Rating

- Assessment information can assist in deciding how close a child's functioning is to typical

- However, a child should not be given a lower rating if he or she has an alternative way to accomplish an outcome

- Assessment information should be used to inform the rating decision, but needs to be placed in proper context

Using Assessment Information to Inform the Rating

- Example:
  - A child learning to sign will not "pass" items related to speaking

  - If the child can sign to accomplish the same outcome one might through speaking (e.g., take action to meet needs), the fact that the child "fails" some assessment items is not relevant and should not enter the rating.

Key point: Assessment results are how a child performs on a selected set of items. No more. No less.

Global Goal Comparison Ratings

- The group making the rating needs to reach consensus on a number between 1 and 7.

- Descriptions are given for numbers
  - 7 – Completely
  - 5 – Somewhat
  - 3 – Emerging
  - 1 – Not Yet

- Circle 2, 4, or 6 if the child's functioning is "in between". That is, the child functions with more skill than the lower number, but not quite as described in the higher number.

7 - Completely

- Child shows behaviors and skills expected in **all** or **almost all** everyday situations that are part of a child's life
  - home, store, park, child care, with strangers, etc.
- Behaviors and skills are considered **typical** for his/her age.
- No concerns about delays on any of the components of the global goal area.

6 – Between completely and somewhat

- Child's functioning is generally considered typical for the child's age **but** there are some concerns about the child's functioning.

5 - Somewhat

- Child shows behaviors and skills expected **some of the time across situations**

- Behaviors and skills are a **mix** of appropriate and not appropriate

- Behaviors may be more like a **slightly younger child**

- Some behaviors or conditions may be **interfering** with child's ability to achieve age-expected behavior and skills

3 – Emerging

- Child does **not yet** show behaviors and skills expected of a child of his/her age in any situation.

- Behaviors and skills **include immediate foundational skills** upon which to build age-expected skills.

- Behaviors may be more like those of **a younger child**

- Some behaviors or conditions may be **interfering** with child's ability to achieve age-expected behavior/skills.

1 – Not Yet

- Child does **not yet** show behaviors and skills expected of a child of his/her age in any situation.
- Behaviors and skills **do not yet include any immediate foundational skills** upon which to build age-expected skills.
- Behaviors may be more like those of a **much younger** child
- Some behaviors or conditions may be **seriously interfering** with child's ability to achieve age-expected behavior and skills

None Quite Fit?

- Use the in-between categories of 2, 4, and 6 for children who have some characteristics of two different descriptions

If the Child's Functioning is Comparable to Same Age Peers

- 7 = typical, no concerns

  If child continues to develop along these lines, prospects are good that the child will do well next year, the year after, and will enter kindergarten "ready to learn"

- 6 = generally considered age appropriate but there are some concerns; "low typical"

  If child continues to develop along these lines, there could be a problem in the future. There is some chance that the child would **not** enter kindergarten "ready to learn"

A Younger Child?
How Vague... What Do You Mean?

- This process is new.
- We need your feedback to tell us what makes sense to use as guidance
- Preliminary suggestions:
  - 36 Month
    - 5 = 24 Month
    - 3 = 18 Month
    - 1 = 12 Month
  - 18 Month
    - 5 = 10 Month
    - 3 = 7 Month
    - 1 = 4 Month
- Age level is only a very rough guide, especially since skills and functioning will probably reflect a wide range of ages!

Documenting the Rating

- On the form, you will need to document:
  - What evidence led to the selected rating
  - Who participated in the conversation and decision-making

- Provides a record of the basis for the decision
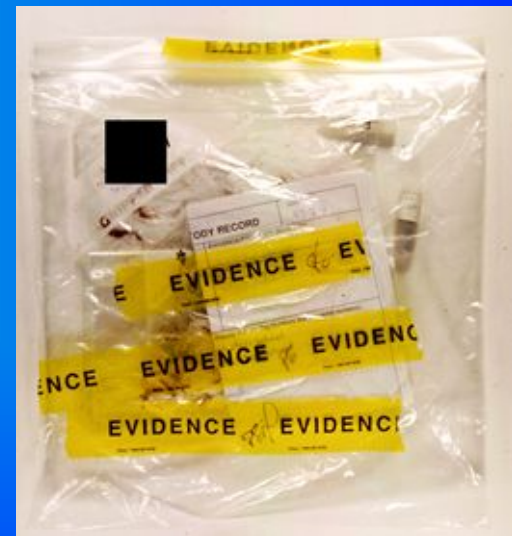
Documenting the Rating

- Evidence can be reviewed to see if people are using the system properly, i.e., rating similar children in the same ways

- Helps identify needs for future training and technical assistance

Supporting evidence for answer to Question 1a

Source of information	Date	Summary of Relevant Results

The Progress Question (1b, 2b, 3b)

- Applies only if a Child Outcomes Summary Form has been completed previously

- Compares child to his/her own past behavior

- Has the child shown **ANY** new skills or behaviors in the goal area since the last rating?
  - Yes or No

- Small steps of progress count!

- Examples….

- Most will check "yes"

Including parents in the discussion

- Parent input is critical
  - Family members see the child in situations that professionals do not
- Need a way to learn about what family members know about the child
- No expectation that parents will be able to determine if what they are seeing is typical or age appropriate

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Including Parents in the Discussion

- No consensus around the country on whether parents should be included in deciding on the summary rating

- Professionals will need to explain this process to parents
  - What works?
  - What doesn't?

- ECO will be developing materials to help with this

Practice with the (COSF) Child Outcomes Summary Form

ECO Next Steps for Child Outcomes Work

- Additional information including additional crosswalks, training slides, and materials for parents will be posted on our web site

www.the-eco-center.org